

'To argue that a rate of return, correctly calculated, is relevant and interesting is one thing. To say that it is to be the only criterion is commercial technocracy gone mad'

When many years ago the economics of education emerged as a serious discipline in the United Kingdom, based on the work of John Vaizey, doubt if it occurred to many of us that it might eventually lead to the sort of article that Professor A. J. Merrett has written (July 25).

Having been myself a strong advocate of the importance of the economic approach to educational matters, I am tempted to say that I have learned my lesson and that the best thing all of us can do is to leave the field and concentrate on other more narrowly economic issues. The irony, of course, is that there is a great deal wrong with education in this country, but when confronted with an article as unsympathetic as Professor Merrett's, one feels morally bound to defend the existing system. In that sense, such writing is profoundly damaging to the cause of reform.

What can one make, for example, of the proposition that the lower income groups are "those earning less than £75 a week"? With average male earnings today rising £50 a week, it might be reasonable to classify those earning £40 or less as being lower income groups. It is merely idiosyncratic to define lower to include many earners well above the average.

Also since most economists agree that the tax system as a whole in this country is neither progressive nor regressive (i.e. taxes on the rich are not too high and those on the lower income groups "pay some three-quarters of the colossal tax burden") in fact, it is likely that those on average and below average incomes pay less than half the total taxes.

Given that, I suppose one must be thankful that Professor Merrett treats educational expenditure in 1974/75 as amounting to £3.6 billion. This is to concentrate on expenditure on goods and services, leaving out transfer payments and the like. On the broader basis which is relevant to public expenditure control and to tax policy (which to a large extent is what Merrett is talking about) the correct figure is £4.3 billion to £4.5 billion, depending on what you decide to include in "education".

Money down the drain

A. J. Merrett's broadside against educational overspending is countered by Maurice Peston. Below our regular columnist Tom Howarth gives a personal view

Another statement, the factual basis for which is hard to discern, is that the total cost of a university education in 1972 including everything from capital and operating costs to earnings foregone, was £15,000 a head, and that this investment yielded on average less than 7 per cent in real terms. Now accepting all the items Professor Merrett wants to include (which normally one would not, since this involves adding unlike things together to produce a meaningless figure), I cannot make a cost in his sense reach a figure above £12,000. Even to get that, one has to bias all the figures in his direction and ignore the possibility that some students might, for some of the time, have been unemployed and so have had no earnings to forego. Moreover, serious research, such as Ziderman's, suggests that the real rate of return at the relevant time was between 10 and 12 per cent.

But, perhaps, nothing of this matters, because by reading the literature and undertaking careful research, Professor Merrett could rectify all these errors. What is really important is his philosophy. Why should education at the most micro-economic level yield the return that he postulates? Are there no social benefits to be had from education? Are all private consumption benefits zero? Since public education in particular has also originally a great deal of charitable voluntarism, is this justified to help deal with poverty and the unfair

distribution of income, have we progressed so rapidly toward the millennium that all this can now be given up?

In this connexion I would be interested to hear whether it can be shown that the London Business School yields a real return of 20 per cent on its public expenditure. I would be hard put to justify the economics department of Queen Mary's College on this basis. And even if I could, so what? No classics department could meet that criterion, but why should it?

Possibly Professor Merrett is right to imply that a business school generates no cultural, intellectual and distributional benefits, but is that really true of the rest of the university? With respect, the whole point of public finance of many activities is precisely that they cannot yield commercial return in the narrow sense that he conceives it.

To argue that a rate of return, correctly calculated, is relevant and interesting is one thing. To say that it is to be the only criterion is commercial technocracy gone mad. To take the most extreme case, how could one justify expenditure on the physically and mentally handicapped? What little research has been undertaken indicates that the return on education of the severely subnormal is less than for any other group. It is hard to believe that it follows that public expenditure on these people should be diminished.

I agree, of course, that the educational system is not as equitable as it ought to be. That is precisely what current policy is all about. But if a rate of return criterion were the only one to be applied, the system would become more inequitable.

And so, finally, to inefficiency in the schools and the difficulties of industry. It is quite likely that our schools could be more efficient and there are clearly a few marginal schools which are quite inefficient. Professor Merrett might like to know that many devoted people spend their lives in adverse circumstances trying to solve the difficulties that arise from within, to help from him. He might care to visit some of them and sort matters out. I, for one, know few teachers who are



Maurice Peston.

willfully inefficient. I know plenty who are exhausted at the end of the week and would welcome any simple solution.

Similar remarks could be made about every institution in our society. But why pick on schools? My experience of industry is that it does not compare with our schools when the criteria of efficiency relevant to end goals are applied. Moreover, it is hard to account for the difficulties of British industry simply in terms of educational failure.

I do not know why our firms are so bad, but denigrating our schools does not make them any better. Possibly what we really need to do is to improve our business schools. After all, it is not so long ago that we were assured that they were the key to our future economic success. Certainly I am not an American or French experience, to argue that an emphasis on commercial criteria in the schools and universities leads to material, economic success.

I have occasionally heard teachers' leaders take umbrage at the outside pundits, such as myself, who are full of good ideas and know how to put everything right in education. I have felt that they were unduly sensitive, and they should take constructive criticism to heart. Reading Professor Merrett's essay I begin to understand how they feel and wonder what purpose is served by such abuse and why one should stand for it.

Axe may bite even deeper than feared

Philip Venning

Mr Henry Clutton, of the National Union of Teachers, said they would be holding an urgent meeting to discuss Mr Cransfield's statement.

"There is no question in our minds that education is under attack. It is a matter of the utmost importance, not only for the teaching profession but for the country as a whole."

Mr Geoffrey Droll, general secretary of the National and Local Government Officers' Association, said that essential local government services were already being run on a shoestring. "The strain is taking its toll on those officers struggling to run efficient education, housing and social service departments at a time when the public demand for these vital services is much higher because of the general economic state of the country."

Mr Dudley Fluke, chief education officer for Manchester, said that plans for the better, induction and in-service training of teachers were particularly vulnerable.

The shortage of teaching posts might improve however. Part of the reason for the shortage was a tendency by older teachers to postpone retirement, presumably to enjoy the benefits of the recent pay awards. Under the Government's new income policy it was possible that many of these would now give up teaching.

The decision to set up the inquiry was triggered off, it is believed, by the investigation into educational planning in Britain carried out by the Organisation for Economic Co-operation and Development. The OECD report, published earlier this year, criticized the DES for paying too little attention to long term educational objectives and for being too secretive.

It is not clear if education will get the same planned share of next year's spending. But Mr Cransfield's statement confirms that it is general local authorities' worst fears will be realized. He reminded the House of Commons of the local authority spending already above what had been planned for. The next settlement would reflect this extra increase, but a recent report would be no money for another rise. Local authorities have, in effect, had their income cut a year early.

£3m cuts may spark off legal battle in London borough

Bromley Borough Council decided to cut its current spending by £3m over the next year. The council's decision to cut its current spending by £3m over the next year. The council's decision to cut its current spending by £3m over the next year.

Mr Keith Pawsey, Conservative chairman of the education committee, says he will take action against his own authority under Section 68 of the Education Act which covers unreasonable actions by local authorities.

Mr Len Hoovey, teacher representative on the education committee and a member of the Bromley NUT, said the teachers and parents would find it hard to accept the council's decision.

"There will be fewer teachers, larger classes and less money for textbooks, books and equipment which are essential in the education service. Yet the school and places at direct grant schools and independent schools remain unscathed."

Mr Pawsey said it cost only £45,000 more to send children to direct grant and independent schools than to find extra places for them in maintained schools. Those who favoured the building cuts had argued that the cost of extra charges would be the authority to spend on teachers and books and equipment. This was a short-sighted attitude.

White Paper rallies PE staffs

by Gavin Scott

Howell, the Minister for Sport, hopes to produce a plan by the end of the year for colleges where selected young athletes, possibly with bursaries from commercial sponsors, could develop their sporting talents and receive "general education".

Mr Howell said at a press conference to introduce the White Paper that he did not want something so that the American model, where athletes at universities spent all their time on sport and when past their peak, had nothing to fall back on, was being avoided.

Commons to probe DES

A House of Commons committee is to look into educational planning and the secrecy which has shrouded it. Their inquiry, which starts in October, will be specifically directed at top level planners within the Department of Education and Science.

Sir William Pile, Permanent Under-Secretary at the DES, is understood to be among the first from whom the committee—the education and arts sub-committee of the House of Commons Expenditure Committee—will take evidence.

This is unusual. Parliamentary committees normally see more junior people first.

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Schools under spotlight in safety drive

Schools and colleges in the north-west are to be surveyed by health inspectors to see if they are safe to work in.

The Health and Safety Executive, set up by the Government to promote safe working conditions, said this week that two factory inspectors would be going round schools in Lancashire, Cheshire and Merseyside next month.

They will look for dangerous areas in buildings, such as staircases, gymnasia and laboratories, and see what information education authorities put out to protect teachers and pupils.

The 1.5m people working in education came under the scope of the Health and Safety Act three months ago. They are the latest single group of workers covered by the legislation, which requires local authorities to supply employees with a written statement of their safety policy.

For schools, the statement covers gym equipment, laboratories and workshops, as well as fire precautions and maintenance rules for buildings. Pupils, teachers and non-teaching staff all have to be included in the statement.

Nearly every local authority is in breach of the Act for not supplying the statements. This means they could be charged with a criminal offence, which carries a penalty of two years' imprisonment and/or an unlimited fine.

Although no prosecutions are likely, the Health and Safety Executive want to find out what conditions are like in schools and codes of practice for health and safety at work.

The survey will provide information on methods to be used in similar projects. Universities will not be looked at by the inspectors. The executive are having talks with the Committee of Vice-Chancellors instead.

Gifted underestimated, -Burt's final word

The number of highly gifted children—those with IQs over 140—is nearly four times greater than current estimates suggest. Yet the education system, which has paid increasing attention to grammar school types of moderately high ability, gives little or no consideration to the exceptionally gifted.

This is the main conclusion of Sir Cyril Burt's posthumous textbook, *The Gifted Child*, published this week. Sir Cyril, whose pioneering work on intelligence made him one of the architects of the 11-plus, points out that selection was originally designed to pick out the top 3 or 4 per cent of exceptional children, not the top 25 per cent, where the borderline between the clever and the average is difficult.

He quotes a study that interviewed pupils with IQs over 140 in comprehensive schools. Three complaints occurred. There was no provision for studying topics the pupils wanted and would have been good at (boys demanded advanced science and mathematics, girls aesthetic subjects, like poetry and ballet). Teaching methods played down to the dunces and the pupils found they had a quicker understanding and better knowledge of subjects than their teachers.

Sir Cyril does not conclude that rigorous, accelerated academic programmes are the answer. "We do not want the brighter pupils to be just rushing on to topics that they will be able to cope with much more effectively when they have had a longer experience of worldly life."

Few show signs of highly specialised abilities until they approach adolescence. At earlier stages, with good opportunities for self-instruction, they can do well in ordinary classes.

Teachers offering choices to gifted pupils "are apt to adopt an attitude that is far too academic. The approach that would be commonly used, namely that pupils pass a written examination. What they need are studies that will give them a broader understanding of ordinary life and more creative and craft activities."

Sir Cyril is particularly concerned with the super-gifted from working-class families, those from professional ones find compensation at home for their frustrations at school. He concludes that perhaps the most satisfactory way of providing for the brightest children from poorer homes would be bringing them together in a special kind of residential school.

The Gifted Child by Cyril Burt. Hodder and Stoughton £4.85. Paperback £2.60.

OU needs 100 more on full-time payroll

The Open University needs at least 100 extra staff if it is to provide a full programme of 87 courses by 1984, says a report published this week.

An independent working group set up by the university and the Department of Education and Science last year under the chairmanship of Dr M. R. Govin, former principal of Chelsea College, said that between 331 and 370 full-time academic staff are required to maintain the university's expansion.

A university official said this week that courses are reviewed every year to bring them up to date and take in new material.

The recommended expansion would take place gradually over nine years.

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The Great Experiment

Michael Austin, Director of Linguistic Studies, Queen Mary's College, Basingstoke.

The Great Experiment is a study of the Soviet Union as a society of experiment and innovation. Its purpose is to illustrate the effects of a social upheaval, such as the revolution of 1917, on the development of a society as well as to explore its international repercussions. The author has provided a great deal of carefully selected material for use in sixth forms, colleges of education and polytechnics.

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At the expense of promise

Almost exactly a year ago we wrote "School leavers and those whose job it is to teach and advise them have a bleak prospect ahead". That prospect is now with us and getting worse. The Institute of Careers Officers are forecasting 100,000 unemployed teenagers in the autumn—the highest total since the thirties (page 5). And soon, doubtless, we will have confirmation that there will not be jobs for many of the 20,000 qualified teachers just out of college.

Twenty years ago, in those far off brave-new-world days of the first glimmerings of automation, this would not have mattered. The idea was that, trained for work and educated for leisure, we would all share in doing what needed to be done and spend the rest of the time in a sort of paradise promised by Marx (among others): of hunting, fishing and playing in the fields. But that has not worked out like that. Training and education remain the first of different and often opposing interests, while nobody is either rewarded or punished against unemployment.

Moreover, as always, the kids go down the line, and those at the bottom get it worst. Outdated traditional practices and employers anxious to retain skilled labour combine to preserve the principle of "last in, first out", which protects the deserving at the expense of promise. Those without at least some minimal skill or qualification always found it difficult to get a job. Even in the best schools, teachers' room 100 per cent of the time is spent in the last 20 per cent of school leavers. They will find it virtually impossible now.

Solutions are hard to come by. The careers officers would like to see as many as possible doing some form of training, so that they can be ready to take advantage of the next, and perhaps the last, boom in the economy. There are also pleas for the creation of socially useful jobs, such as shopping for the elderly, keeping the lonely company of help, with the children of single or working parents. As set out in the letter to *The Times*, unemployment benefit would be conditional on doing these sorts of jobs—a sort of public works scheme which all sounds a little like forced labour.

Faced with having to do something about the future unemployed, the United States opted for keeping them on in school. To do that, they had to make schools and colleges sufficiently attractive for the candidates for the dole to want to stay there. By radically altering, and diluting, the curriculum, they have to some extent succeeded.

Further demands that schools should take the unwilling and broaden their role to include vocational training, would scarcely be popular coming so soon upon KS2A. But even when formal decisions have been made, the schools may find themselves faced with the demand as a whole new group of even newer sixth formers turn up at school for lack of anywhere else to go. Concealed unemployment in the sixth form has not so far been extensive. It is likely to become much more widespread. Like 20 per cent of school leavers, they will find it virtually impossible now.

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'Education more than most human activities is at the mercy of that myth-creating level ...'

Professor A. J. Merrett, tells us that we are at the beginning of the end of what he sharply describes as Britain's childlike infatuation with education as a good in itself. In his view vast sums of money—indeed what he calls unbridled largesse—from the public purse have been more or less poured down the drain.

There will, or at any rate ought to be, some lively discussion about the very radical proposals he puts forward as a means of rectifying matters. Indeed he expects them to be met with "near hysteria" by some members of the educational profession.

Before commenting on the professor's remedies, I shall await the mounting tide of hysteria and confine myself to some reflections on how we have arrived at the situation in which it is possible to argue, as Professor Merrett does, that we are not exactly getting tip-top value for the very big section of the £3.6 billion public sector borrowing requirement which relates to education.

Education more than most human activities is at the mercy of that myth-creating level of the human mind which so interested Jung.

You can see the potency of educational myth-making strikingly illustrated in the same number of the TES which contained Professor Merrett's explanation of the pay rise for teachers. The article on the rise of the teacher's pay, by Mr. J. R. B. and Mrs. D. Russell, is a masterpiece of myth-making, calculated to make the educational mythologists feel that they are not exactly getting tip-top value for the very big section of the £3.6 billion public sector borrowing requirement which relates to education.

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Tom Howarth.

to read and become academic too early". We all know about the consequences of that also. The latest indication comes from a report on the teaching of language, the Craigie College Language Project. Some of it will make Professor Merrett's hair stand on end.

The report states that among teachers of all groups, there is a fundamental uncertainty in presenting language work. Many adopt a negative position; "they simply let it happen, either through packaged material, which does not require the teacher's involvement, or merely let the children have a go."

Lack of teaching was more notable in writing. Teachers were inclined merely to let children write, whether formal compositions or personal accounts, without abridging themselves with guidance or advice. A remarkable demonstration of this was the arch-prophage of educational mythology, Jean-Jacques Rousseau, who lived in vain.

Some might retain a perennial freshness, others rather less so. The fact can have come as no great surprise to his listeners at the seventh annual meeting of the Communist University of London to hear Professor Simon proclaiming that Britain's current educational system, including what was taught in schools, was determined by the class struggle, the nineteenth century. As he said, also predictably, the Communist Party supported comprehensive education.

That may well be so, but I was

not in the least surprised to read that some of the notoriously hard-headed Welsh are proving combative and upsetting the National Union of Teachers. I had wondered just why Welsh comprehensives were doing so comparatively well in Cambridge entrance and Oxford examinations. When one reads that many of their sixth forms are selective one understands why. But the NUT mythologists will put a stopper on that. If you cannot the number of outstandingly brilliant ones at Cambridge who were educated at Welsh grammar schools, you might think we pay a high price for some of our current myths.

Professor Merrett likes the educational profession to be a bit of a mess. Certainly it does seem a bit of a mess. It is not surprising that the number of outstandingly brilliant ones at Cambridge who were educated at Welsh grammar schools, you might think we pay a high price for some of our current myths.

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Lazy, hazy, crazy days of summer



With half the summer holiday still to go there is no shortage of entertainment when the sun is blazing. For some it is street culture, for others the simple pleasures of nature.

Middle and centre right: five hours of clowning at the Mayal Street Children's Festival in Brixton, South London. A soloist wraps himself round a lamp-post and the Free Form theatre group perform the tricks of their trade—juggling, face painting, inflatables, and, finally, the party piece, Fumble Fellini, in which a circus strong man bullies the clowning and gets his comeuppance.

Top left: getting to know each other in an English country garden—a home-grown meadow for two in Sibbald, Norfolk.

Below left: keeping cool in the sluices at Yehing Bridge in Kent. Children take a break from cricket and mallow fishing in the Medway.

Top right: the art of conning and the mechanics of the paddleboat. On dry land a novice bridges the gap between theory and practice under the midday sun at Greenwich Park boating lake.

Bottom right: preparing for take-off on the newly opened Dell playhouse in Earlham Street, Norwich, a busy road on the outskirts of the city. The scheme was started by a group of parents.



Pip Benveniste took the photographs in Norfolk. Chris Steele-Perkins joined in at Brixton and Rado Klose went to Greenwich and Kent. Words by Frances Stadler.



Crisis plan to keep 100,000 off the dole

by Philip Venning

The Government could pay out £200m in unemployment pay and supplementary benefits to jobless young people next year, according to Mr. Peter Hunt, secretary of the Institute of Careers Officers.

The Institute want the Government to use this money more effectively by setting up a job creation programme, in view of the expected 100,000 teenagers who will be without jobs this autumn. The Institute is the highest unemployment rate for young people for 40 years.

The Institute published an emergency plan to help create jobs and extend training. They urge the Government to finance job creation for young people of all abilities.

Local authorities should be given power to take on young people to do useful jobs. A similar scheme has been put forward by two Conservative MPs, Mr. Anthony Steen (Liverpool) and Mr. Leon Brittan (Bristol), in a letter to the Times last Saturday.

"The elderly have their practical jobs—their rooms need painting, their windows cleaning, their gardens digging, their shopping done", he says. The lonely need companionship; the single parent needs help with children; institutions, whether they care for the mentally or physically handicapped, the aged and infirm, or the child in risk, are searching for more voluntary help.

They also propose a job creation programme. All organisations who employ a young person in a job will receive a small grant. The young people would be paid the minimum of unemployment benefit.

while those who refused to take part would lose their benefit. The Institute oppose this part of their scheme. Mr. Hunt said: "If a person is doing a job of work they should be paid a fair wage."

A 15-year-old employed by Community Industry, a government-backed home already creating jobs for 2,000 teenagers, now earned over £10 a week, while an unemployed school-leaver received only about £2 in benefits. They want the government to allocate money to bridge the gap.

The Institute are also asking the Government to finance personal employment premiums to be paid to employers who agree to offer continued training to unemployed young people. Meanwhile the industrial training boards should announce the number of places they intend to make available to young people for sponsored skilled training.

In the long term, the Institute recommend a junior training programme, scheme for those who are unemployed or in jobs that offer no training. Young people should be given numeracy, literacy and attitude training if necessary, as well as specific vocational training. It was essential for the careers service to encourage young people to take full advantage of training rather than waste long periods unemployed or in jobs where their potential was not being developed.

If compulsory day release was not introduced because of the present economic difficulties, the Government should consider some means of influencing employers to encourage young people to take existing part-time courses in further education. This might entail financial incentives or penalties.

Row over grants delay

University and college students have been warned that they may not get any grants in time for the start of the academic year this autumn. The Association of Metropolitan Authorities last week blamed the delay on a circular about increased grants.

But the department said in reply that while there was a delay, the authorities had been given enough information to enable them to pass on students' grants on a provisional basis. The regulations were set out before Parliament last year.

The education committee of the DES are supporting one of their members—the London borough of Lambeth—in an appeal to the DES for adequate notice of future grant changes.

Narrow told the AMA that even under normal circumstances there were "massive" problems in ensuring that students received their grants on arrival at college. Under the present circumstances, they say, this will be almost impossible this year.

One solution being considered is to pay students who are already at college the same amount as last year and make adjustments later, even though this will mean extra work for local authority staff.

The National Union of Students claimed that there had been delays for the past two years.

Mr. Fred Mulley, the Education Secretary, explained in the Commons last month that delays were caused by a comprehensive revision of grant arrangements.

Reflections in a voice mirror

by Jane Felmann

Recently developed literacy aids help slow learners to speak, write more quickly should come a top priority in British schools, a chief education officer says this week.

Mr. K. J. Revell, CEO for Croydon, have just completed a successful experimental year using the oragraphic system, said he was "impressed" by the results. The oragraphic system includes a cassette which gives instant playback of any difficulty, and a gramophone on which records are automatically coordinated with printed material.

More than half the pupils, from five to 11 years of age, and first year of a Croydon primary school, achieved a reading age of at least a half to nine years by the end of the experiment.

An educational psychologist in the borough who vetted the results was moved from a position of scepticism to a position of enthusiasm at the pupils' success.

At the beginning of each lesson the pupil collects the appropriate sound text sheet and goes into the system for complete quiet. He then on the gramophone and listening the text sheet in front of him. Keeping his eyes on the text and his finger on the control switch, he

follows the instructions, to read aloud from the text, to repeat until perfect and to later lessons to practice writing skills. His progress is monitored through an intercom and a one-way mirror by a non-teaching member of staff, who supervises three or four booths during the daily one-hour period.

Mr. Frank Blackwell, the project director, believed the system was successful because it combined precise machinery with a text which held the pupil's attention and held his interest. He progressed in spite of himself, in the same way as people found themselves watching television for a whole evening.

Mr. Blackwell thought the oragraphic system was a most effective teaching instrument.

He emphasized that the child, in a controlled phonic structure, is rigidly based on the teacher to interpret, was for the subtleties and provide the wider context.

Although Croydon have tested the oragraphic for the first time, it was not tailor-made for them. The system was developed for the use of the records belongs to the American NBC news-caster and there is a sprinkling of giveaway American words throughout the text. Mr. Blackwell said they wanted a voice which could not be identified with any particular part of Britain and that the inventors—a husband and



Westerns and cartoons—but news coverage (right) can be the most violent of all.

Careful eye on TV violence

by Sue Cameron

Television producers must be more vigilant about keeping violence off the screen when children are watching, says a new report by the Independent Broadcasting Authority.

The report, from a working party set up by the authority, says the present code on television violence does not need revision, but it urges all independent television companies to keep a careful eye on the code when planning their programmes. Producers of news programmes, which were the most violent of the effort, should think constantly of the effect violent scenes could have on younger viewers. And violent news items should never be given undue prominence.

Particular regard should be paid to the likely composition of the audience at the time of transmission and to the psychological

impact of the portrayal in colour of real life violence and its consequences.

At present, programmes suitable for adults only are not shown before 9 pm, and the working party discussed the possibility of recommending an even later hour. But although they agreed that children go to bed later and watch television longer than in the past, they decided no change was necessary.

Cartoons were the most violent and the most popular programmes shown to children. The working party thought the violence portrayed in cartoons was "too fantastic" to lead itself to imitation but they said cartoons showing humans treating animals violently should be avoided.

Although there was little evidence to show that television violence encouraged real life violence, constant

care should still be exercised. This week Dr. Ludwig Loeferstein, an educational psychologist who has made a special study of violence, accused the working party of reaching conclusions without looking at enough evidence. He said his research showed that, so far, children became more violent after watching some cartoons and the effect of cartoons could be just as pernicious as scenes showing real violence.

"There is little point in asking people how they feel after watching a violent programme on television. It is possible to test people's reactions to violent television by measuring their blood pressure, their rate of breathing and their skin response. I would like to see research of this kind to be carried out and the findings considered by the IBA working party."

Broad curriculum is best

Individual differences in comprehensive schools are not necessarily best met by offering 400 different courses, Mr. Maurice Holt, head of Sherdes School, Hoddeston, Hertfordshire, told a conference on the tabling in Cambridge this week. The conference was organised by the Advisory Centre for Education.

Mr. Holt said timetabling should reflect a truly comprehensive policy. Individual needs would be better met by enabling pupils to make proper choices about their learning. This could be done if they experi-

enced different forms of knowledge through a broad common curriculum. "An educated person is one who can make choices for himself," he said. "Timetabling has got to be made more amenable, more solvable," Mr. Holt said. This could be done by thinking not of lots of tiny pieces but in terms of big blocks of time.

"Wheeling in the computer is a mistake because it sets up a false dichotomy between scheduling and the curriculum. Basic thinking behind the curriculum should be in the forefront."

Cash for universities halved

A £28m building programme for universities and colleges was announced last week by Mr. Fred Mulley, the Education Secretary. It is exactly half the allocation made last year.

Universities are to get £8m, and the University Grants Committee will settle the detailed programme for individual building projects. Local authorities will be told by the DES which of their projects for

polytechnics, teacher training colleges and colleges of further education have been chosen. They will be allowed to spend a maximum of £20m between them.

Last year universities got £15m and other colleges were allocated £41m.

A spokesman for the vice-chancellors' committee said: "The £8m, as compared with the £15m in 1972, last year, doesn't seem very much money. It seems very small."

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Still rocking after 60 million years

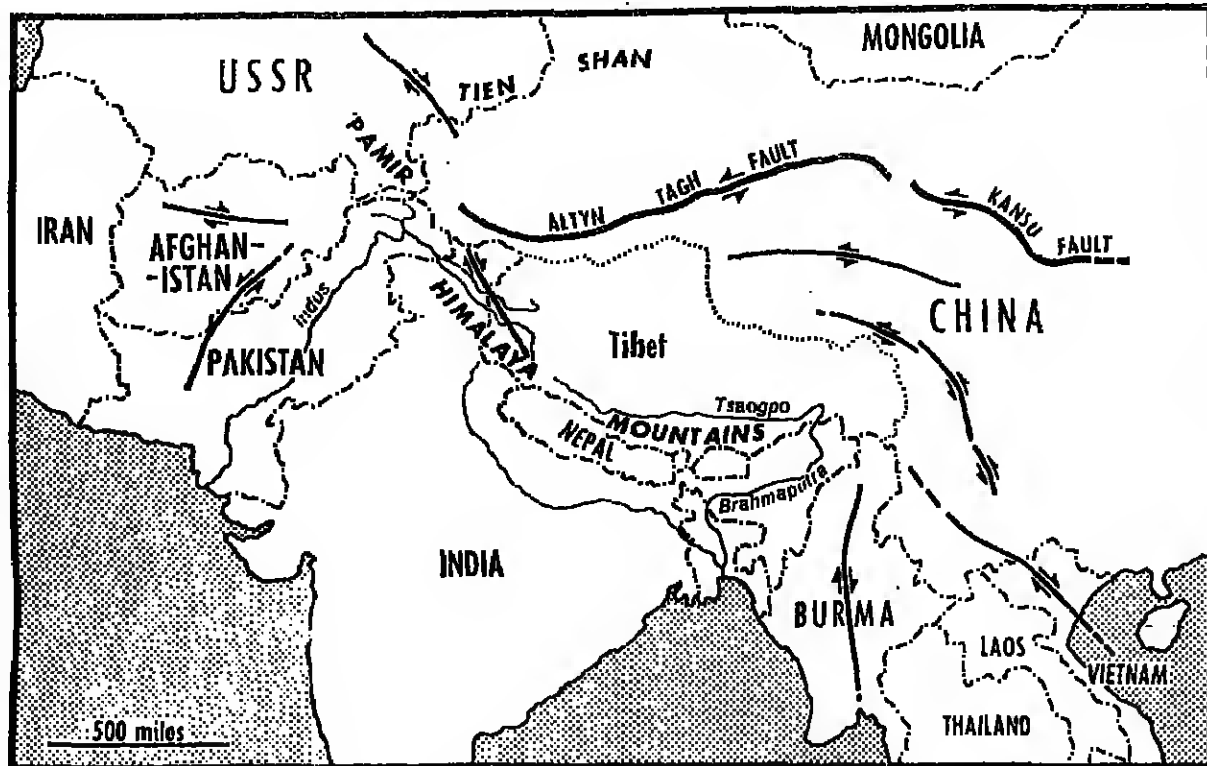
The British expedition now on the way to climb Everest again will have too much on its mind to make geological observations as well, although there seems to have been some surprise that the estimated height of the mountain has increased by a few feet since the 1930s. Why should that be? The sheer difficulty of making accurate measurements of the height of such a mountain is a sufficient explanation, but Everest, like the Himalayas as a whole, is still being affected by the collision between India and Asia which began roughly 60 million years ago. The most detailed account so far of the events since that continental collision has now been published in *Science* for August 8 by Dr Peter Molnar and Dr Paul Tapponnier of the Massachusetts Institute of Technology. (The Frenchman Tapponnier is normally at the University of Montpellier.)

There is little doubt that the collision between India and Asia must have been one of the most striking of all the movements that have shaped the surface of the earth. The Himalayas are one of the most conspicuous consequences of the collision, and now it is thought that the ancient boundary between India and the rest of Asia is formed by the line of the valley of the Indus lying north-east of the principal range of the Himalayas.

Projected to the east, this line almost exactly coincides with the valley of the Tsangpo, the Tibetan headwaters of the Brahmaputra which eventually joins the Ganges, as that too looks like part of the boundary between the continents. All this is not just inference from the shapes of the river valleys but is confirmed by the character of the rocks running along both valleys.

It is also clear that some of the old Indian subcontinent has been buried beneath Asia. Indeed, the boundary between the continents really marks the line along which the northern edge of India has been pushed—or subducted, to use the technol term—beneath Asia. And in this sense the Himalayas themselves are slivers scraped off the surface of India by the edge of Asia. All this has been fairly clear for the past few years and it is worth remembering that in the 1930s, Sir Arthur Holmes was inclined to think that the great height of the Tibetan plain could be accounted for by the presence beneath that part of Asia of a double thickness of continental crust.

Now it is possible to be more precise, partly because in the past



Some of the geological features thought to be consequences of the collision between India and Asia. The heavy lines are faults; the arrows show the relative directions of movement of the earth's crust

few years it has been possible to reconstruct with reasonable precision the recent history of the relative motion of the two continents. India was originally attached to Antarctica, and its northward movement across what we now call the Indian Ocean seems to have been one of the most rapid of all processes of continental drift.

More than 60 million years ago, the north-east tip of India was moving towards the part of Asia which it now joins at a rate of more than 18 centimetres a year—that is nearly 7½ inches a year. At the same time, the north-west tip of India was moving at 10 centimetres a year, which is another way of saying that the subcontinent was twisting anti-clockwise as it moved. The rate of twisting seems to have decreased abruptly 60 million years ago, probably because the first contact between the continental shelves of India and the northern continent.

For the past 40 million years, the rate of northward movement has been less than a half of what it used to be, but during that time the average rate of northward movement has been more than five centimetres a year, and probably it is still continuing. So, one way or another, it is necessary to account for the disappearance of at least 1,500 kilometres of continental crust, and possibly as much as 2,000 kilometres.

Where has it all gone? What Molnar and Tapponnier estimate is that at least 300 kilometres, and perhaps 700 kilometres, of India are buried beneath Tibet. That is part of an explanation. The novelty of the new account of the collision between India and Asia, however, is that it takes the bull by the horns and argues that the whole of a strip of Asia 3,000 kilometres wide and lying to the north of the boundary has been transformed by the events of the past 40 million years. Thus the Pamir range in southern Russia and the Altai range in Mongolia have been thrown up in the continental collision, while it is estimated that some 300 kilometres of the missing continental surface is accounted for by thickening of the

earth's crust in the Tien Shan region of north-west China—the earth's crust there is something like 20 kilometres thicker than would have been expected.

These processes are not, however, sufficient to account for all of the missing continental surface, and the most remarkable aspect of the new interpretation of the consequences of the collision is that most of the missing continental surface is accounted for by east-west motion in the bulk of Asia. To put it crudely, the continent has been squashed in a horizontal direction, and this has happened along the lines of the great fault systems which have been recognized as important features of central Asia for several years, but whose interest has been vividly underlined by the splendid photographs now being produced by earth satellites.

Science diary

by

John Maddox

The Lake Baikal rift system in the Irkutsk region of the Soviet Union is one of these, but the most dramatic of all the fault systems is the Altyn Tagh fault, which runs along the northern boundary of Tibet from just east of the Pamirs until it merges into the Kulu system running through the Kulu region of central China. The calculation now is that in the past 40 million years, south-east China has been displaced to the east along this fault system by at least 500 kilometres, and perhaps by twice as much. In other words, the Altyn Tagh fault is a much more striking geological phe-

nomenon than even the San Andreas fault in California.

If this account of the consequences of the collision of India and Asia is correct, and there is no reason to think otherwise, a number of intriguing questions will need to be answered. Perhaps the chief of these is why the collision between India and Asia did not, after a time, bring the relative motion of the two continents to a halt. India is being driven towards the north by a submarine ridge in the southern Indian Ocean, which is a long way away. It is a puzzle to know why the motion has carried on, even at a reduced speed, producing dramatic changes in the geological pattern of Asia but hardly affecting India and the ocean floor lying to the south.

The value of the photographs taken by American satellites in the understanding of the geology of Asia raises a number of diplomatic problems. It is, of course, well known that the United States has been using reconnaissance satellites for several years, but there the objective is to produce high-resolution photographs of military installations—missile sites and the like. And most of what the reconnaissance satellites do is kept secret, so closely guarded secrets that Russian susceptibilities are often offended.

The photographs which yield geological information are however produced by a satellite originally known as ERTS, launched in 1972, and now renamed Landsat-1. (A second version has just been launched.) Photographs are compiled from surveys of a patch of the earth's surface 100 miles square in several parts of the spectrum, ultraviolet and infrared as well as visible.

By all accounts, the United States has taken the responsibility for taking photographs of scientifically interesting parts of the Soviet Union and China in spite of an agreement with the Soviet Union that it would leave Russia out of its surveys. Russian scientists have been glad to have access to the results of these surveys, but by all accounts the officials responsible are 'biting their nails in anxiety that the Russian government may take umbrage.

In brief

ILEA inquiry

The Inner London Education Authority's schools subcommittee are to hold a public inquiry into the workings of William Tyndale Junior School, Islington, in an attempt to resolve the conflict between teachers and managers.

Careers check

The education committee of the Association of Metropolitan Authorities have decided to support the introduction of a compulsory qualification requirement for local education authority careers officers.

Holiday jobs

More than 100 British teachers are spending part of their summer holidays running intensive teacher training courses for native teachers in developing countries. The programme is organized by the British Council, to improve local standards and to train teachers of curriculum development, particularly in science and mathematics.

First scholarship

The first scholarship awarded by the University College at Buckingham (the Independent University) has gone to Mr Piers Wooley, aged 19, of Kings School, Canterbury. The scholarship, worth £250, is for two years.

People

Professor John Valzey, the wife and professor of economics of Brand University, is to be vice-chancellor of Monash University, Melbourne, Australia.

Appointments

Schools

Mr P. F. Vear, deputy head of De Priory School, Newton Abbot, is to be head of Shaldon Primary School, Teignmouth, Devon. Miss Pamela Davy, acting head of Tuke Special School, Peckham SE London, to be head. Mrs Catherine Blavies, a teacher at Woolwich Common Nursery School, is to be head of Clyde Nursery School, Deptford, East London, and co-director of the Deptford educational home visiting programme.

Universities

Professor Jack Kitcher, professor of accounting, University College of Aberystwyth, to be chair of accounting, Hull University. Mr J. R. Boines, lecturer in Egyptology, Durham University, to be chair of Egyptology, Oxford University. Dr S. A. Broadbridge, senior lecturer in economic history, Leicester University, to be chair of economic history, Liverpool University. Professor F. Oldfield, director of the school of independent studies, Lancaster University, to be a member of the Department of Geography, Liverpool University.

Germany

Special training on dyslexia

by David Duggworth

Dyslexia, or word-blindness, has been the subject of research studies since the early 1950s. But it is only comparatively recently that large numbers of teachers have been specially trained to deal with the problem.

Estimates of its extent are varied. A survey carried out two years ago in Hamburg classified 10 per cent of children in the first two years of primary school as dyslexics, and other investigations have placed the proportion even higher.

Efforts are now being directed towards training teachers to detect the disability as early as possible so that they can take appropriate remedial action. The larger educational authorities have an inspector responsible for dyslexia and nearly all Länder have their own training programmes. Earlier this year 120 teachers in Rheinland Palatinate successfully completed an intensive training course, and in North Rhine-Westphalia there were 10,000 applicants for a correspondence course.

Hamburg is said to be the most progressive of the federal states in this matter. Every primary and secondary modern school in the city has at least one specialist teacher who can diagnose the complaint and advise extra help.

Where cases are kept for up to 10 years in remedial centres with this size of 15 or less. The city claims a success rate of 60 per cent of dyslexics who can keep up with the normal school progress, and of 80 per cent whose reading difficulties are eradicated.

Hamburg was also the first of the Länder to allow pupils who could not read and spell correctly to move up a year provided that their performance was otherwise satisfactory, and to allow dyslexics to enter the grammar schools.

Prussia has now granted dyslexia special status. The ministry has issued

a series of regulations due to take effect in September which are designed to help dyslexics in secondary schools, particularly in the learning of foreign languages.

Provided that they have already taken a special course in the primary school and their progress in other subjects is adequate, the marks of dyslexic pupils in written German will be discounted as regards selection to grammar or intermediate school. Their inability to read fluently will also be ignored if they can show that they have understood what they have read.

Their disability, and the details of any remedial teaching given, must be noted in their school report. Four marks in reading and spelling will then no longer be enough to justify a repetition of the first or second year.

In a foreign language, the oral mark will be given equal or even greater weighting than the one for written work for dyslexics, and they have more oral tests than other pupils.

The new regulations are intended to help only those children who should overcome their disability within a reasonable time. From the third year onwards they will have to compete with their classmates on equal terms. The ministry feels that those who suffer more seriously should attend the less demanding secondary modern schools.

The federal association for dyslexia has welcomed the Bavarian move, and has called for a similar enlightened attitude for the post-school period. Many dyslexics do not obtain a school leaving certificate because they fail written German, and they then have extreme difficulty in finding employment.

As a short-term measure the association propose that colleges of further education should mount short courses for dyslexics, since the social services would normally be prepared to help financially. But the only long-term solution would be a grading system which recognized that performance in German is less important than an understanding of general ability than performance in most other subjects.

Indonesia

Teacher training is sent into orbit

Indonesia has an ambitious plan to provide its educational system with a communications satellite. It is to be the first of its kind in the world to join the exclusive club of satellite owners—the three members are the Soviet Union, the United States and Canada. When it does, one of the satellite's 12 channels will be devoted to educational programmes, reaching out to the farthest corners of the archipelago.

The satellite, which should be in operation by early 1977, will be a synchronous (geostationary) type, more modern version of the satellites launched by Canada in 1967/72. It is intended primarily for telecommunications, but there will be channels for television (both general information and educational), defence and one for the use of the oil industry. The four remaining channels will be leased to neighbouring countries—possibly the Philippines, Thailand and Malaysia.

Indonesia's geography—130m islands scattered over more than 5,000 islands—makes this exciting use of modern technology a 'good buy'. In spite of the expense, the satellite will be a valuable service to the country, providing a means of broadcasting the latest data to bolster up courses at technical training centres. At a third stage, satellite broadcasts could be used to upgrade and diversify training at university level.

All this will mean a revolutionary new departure for Indonesia where educational radio broadcasts started experimentally only two years ago and there is as yet no extensive use of television for education. In fact, television still only covers a small part of Java and Sumatra.

United States

The creation: state throws out non-scientific explanations



Two years ago, religious fundamentalists lost a lengthy fight to have the biblical theory of man's creation placed in science textbooks in California. Now they have failed to have the creation theory put in social studies books in the State.

This year, which marks the 50th anniversary of the famous Scopes trial over the right to teach the scientific theory of evolution in American

public schools, could spell the end of the creationists' battle.

A new liberal governor has been elected and his appointees will soon take control of the state board of education, which adopts state textbooks. This will end the control by appointees of the conservative Governor Ronald Reagan, who were sympathetic to the fundamentalists. Even so, the fundamentalists lost

narrowly their attempt to get the biblical theory into the science books. The conservatives argued that this belonged to social studies books where various religions and philosophies are discussed. But when the social studies books came before the board recently, the biblical theory was again missing. But only two members voted against adopting the books.

Italy

Moves to solve dilemma over drug abuse

from Dalbert Hallenstein

VIRONA Between 5,000 and 10,000 young Italians are now said to be addicted to opium-based narcotics. Though Italy has always been a crossroads for drugs coming from the East and going to northern Europe and America, the narcotics mafia has only decided in the last four years to concentrate on developing Italy itself as a major consumer market.

Given the explosion in the use of addictive drugs over the last three years, it is predicted that if no effective measures are taken immediately, at least 50,000 young Italians could become addicts within the next five years.

The situation has become so critical over the past three months that police have estimated that at least one young person is dying as a result of opium-based drugs every two days.

A young person or child caught with hashish is now punished just as severely as an adult caught selling heroin. The minimum sentence for the possession, use or sale of any narcotic is now three years in prison. The maximum sentence is eight years.

By law, anyone who knows or suspects that another person is taking narcotics must report the fact to the police. This means that if a teacher becomes aware that one of his pupils is taking narcotics, he cannot easily offer advice or help.

Many teachers, doctors and social workers therefore tend to ignore such cases and the few centres which now exist in help young addicts function in an atmosphere of fear and ill-will.

The Radical Party is now advocating a parliamentary Bill which will clearly distinguish between pushers and victims, and between addictive and non-addictive drugs. While the Radical Party's Bill does not completely abolish penalties for the use, and the sale of cannabis-based drugs, it would impose 20-to-30-year prison sentences on those who sell addictive drugs, and would set up a vast network of treatment centres for addicts.

The school branches are supposed to implement party policy, and report on its implementation to dis-

Mexico

Summer fails to attract the foreigners

The number of foreign summer school students in Mexico has fallen sharply this year, with enrolments down as much as 50 per cent compared with last year.

Affected are universities in Mexico City, Guadalajara, Monterrey, San Luis Potosí, Querétaro, Ciudad Juárez and Sonora. The biggest falls are in the private universities, but even in Guadalajara and Mexico City enrolment is down by 30 to 40 per cent.

In an attempt to stop the fall, the Mexican Association of Schools for Foreigners was set up in Mexico City in May to improve the level of the courses offered, to raise teaching standards, and to ease the transfer of credits. Another major project is to improve the standard of staff.

The drop in interest has been attributed by Mexican authorities partly to the recession in the United States, and partly to what they call the defamatory campaign by travel agencies who steer students and tourists away from Mexico.

South Africa

Schools open to all races

The South African Indian Council, a body with limited powers over Indian affairs, has announced that it proposes to open Indian schools to children of all races.

The council is about to be given responsibility for Indian education and its executive has been instructed to allow coloured children to attend all Indian schools as soon as possible.

This follows the example of the coloured representative council, which has already opened all coloured educational institutions to Indian children.

The executive chairman of the coloured representative council, Mr Sonny Levin, has called on the Indian Council to get all Indian educational institutions—such as technical colleges and not just schools—to accept coloured students.

Sport

Leg-spinners' festival

by Stanley Levenson

Leg-spin bowlers, one of cricket's rarer species, played a major part in the eight wicket victory of the English Schools' Cricket Association eleven over G. H. G. Doggar's XI, the high point of the annual junior cricket festival, held this year at Dover and Folkestone.

Kim Barnett (Leek High School, Staffs) took eight wickets for 54 in Doggar's first innings of 167; in the second innings of 157 Michael Anderson (at the Royal Grammar School, Newcastle-upon-Tyne, took six for 69 with the spinners.

The ESQA's moderate 121 in the first half, sent to town the second half, when they took 204 for two, Peter Taylor (Leek High School, Staffs) took eight wickets for 54 in Doggar's first innings of 167; in the second innings of 157 Michael Anderson (at the Royal Grammar School, Newcastle-upon-Tyne, took six for 69 with the spinners.

ley Grammar School, Berks, hitting 100 not out. Mr David Turner, the organizer of the event who teaches at Gravesend School, underlined that throughout the festival spin bowlers had been prominent. Mr Turner also plays a big role in the development of colts cricket for the Kent county club.

The festival was won by the team from the Midlands with two victories and a draw. Repuls: South (166 for 7 dec) drew with North (122 for 4); Midlands (187 for 9 dec) beat West (126) by 61 runs; South (201 for 7 dec) lost by four wickets to Midlands (202 for 6); North (221 for 5 dec) beat West (129) by 92 runs; South (116) lost by seven wickets to West (120 for 3); North (175 for 8 dec) drew with Midlands (176 for 8 dec).

Tchoukball gets rid of rough edges

Tchoukball, a game specially devised for schools by the International physical education community, is making steady progress since its birth about two years ago, and this year has made a minor breakthrough into holiday camps.

Some Butlins camps have installed tchoukball frames as a result of missionary work by students from St Paul's and St Mary's colleges of education, Cheltenham.

Mr John Andrews, a senior lecturer at St Paul's, who is chairman of the Tchoukball Association, says students introduced the game during children's weeks at the camps. Butlins liked what they saw and decided to buy some frames for use during the holiday season. A tchoukball frame is one metre square with a sprung net across the top. The frame is set at an angle to the floor and the idea is to throw a ball (a small football) at the net so that it touches the floor before your opponent can catch it. Teams are two to five strong, and the ball can be passed three times before being thrown at the frame. Interception, obstruction and tackling are forbidden.

The game was invented for schools by the International Physical Education Association, which Mr Andrews is now the general secretary, as an antidote to the harshly competitive and anti-educational team games of the past.

Mr Andrews and his colleagues have deliberately avoided the word 'ball'. Even so about 200 schools have shown an interest.

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LETTERS

The NAS and the cost of living

Sir—I must take exception to the reference to the National Association of Schoolmasters made in the report of the arbitrators' recommendations on teachers' salaries (July 25).

The report opined that the recommendations would be a blow to the NAS who had wanted teachers to have only the cost of living increase for the past 12 months.

This is misleading. What the NAS had sought to ensure was that if teachers had the 21.2 per cent increase in the cost of living added to their boughn salaries. In addition they had supported efforts to find extra money for improvements at the lower points on the scales.

What the NAS object to is the assumption that it is the function of the Teachers' Panel of the Burnham Committee to rob teachers who have secured promotion in order to improve salaries on the lower points.

This, of course, happened in arbitration but not to the extent it would have done if the first proposals put to the Teachers' Panel were adopted. Neither is the situation as bad as it would have been had the arbitrators not recommended that the total increase should be higher than the cost of living increase. If they had not

gone slightly above the cost of living increase the point at which promoted teachers received less than the cost of living increase would have been lower than the middle of Scale 3. This would have meant that many more teachers would have been contributing towards the rises at the lower end of the scales.

It is evident from the results of this arbitration that if the employees' representatives indicate by their claim that they are willing to accept injustice for a section of the group they are supposed to represent, the arbitrators will accept that sacrifice.

It is interesting and relevant to future negotiations and ambitions to arbitration to speculate on what might have happened had the Teachers' Panel claimed the cost of living increase for all teachers and then made the case for improvements for those on the earlier points of the scales.

The arbitrators, who accepted the case for larger rises at the lower end would have been compelled to find even more than the 22.3 per cent which they recommended.

Since the case was so good why did the Teachers' Panel have to propose that some teachers should be robbed in order to find money

for these rises?

I believe that the recommendations, far from being as your report suggests a blow to the NAS, can be a source of satisfaction. The point at which teachers receive less than 21.2 per cent is higher than it would have been without our opposition to the initial proposals to the panel. Those who have received a smaller rise in percentage terms have had a better deal than they would have had if the NAS had not opposed the earlier proposals.

The new money for all teachers—the increase over Houghton plus thresholds—is apart from the first four points on the scales, within the 13.5-14.2 range.

The arbitration award shows again that teachers always do better on salaries from an outside body than they do if the matter is left to the Burnham Committee.

That committee, of course, will be totally incapable of dealing with the problems of re-establishing differentials following a year or two on flat rate cash increases, when percentages allowed will be so small as to allow little leeway for manoeuvre.

RON COCKING, Treasurer, National Association of Schoolmasters.

Immigrant teachers: who gets qualified status?

Sir—Your special report on immigrant teachers (July 16) was timely, since it coincided with the publication of the Select Committee's report on race relations and antipathy the Government's White Paper on the same subject.

I am writing with particular reference to that part of your report which dealt with teachers from East Africa. Many of them came here from the schools of Nairobi, Kenya, and having administered primary education in that city for four years (1964-67) I have naturally taken a great interest in their careers since their arrival in this country. I am not at all surprised that many of them have attained responsible positions in our schools. Their high standards of professional competence and dedication to their work could not fail to be recognized, given the chance.

Many of them have not been given that chance, having been refused qualified teacher status, on grounds which offend both reason

and justice. The people I refer to are here, working in a variety of occupations so it is not a matter of their using qualified teacher status to gain an entry permit. Nor is it just, to refuse recognition because, currently, there is an over-production of teachers if that, in fact, is the reason. Recognition does not carry with it the guarantee of a teaching post and those concerned would willingly compete for vacancies.

What are the reasons for granting qualified teacher status to some, with full incremental credit for approved teaching experience, and withholding it from others, who have exactly the same training, qualifications and experience? Let us hope that your special report will provoke a public statement of policy, which will be seen to be both rational and just.

J. F. CALLANDER, Chief Education Officer, Commonwealth Institute, Kensington High Street, London W8.

In dishonour bound . . .

Sir—I sympathize with Mr Redman (Letters, July 25) in the difficulty he faces, but the problem is not confined to those about to take up first teaching posts. Within the last 18 months three people who at interview accepted appointments in this school—one of them as head of department—later withdrew, for reasons which can only be described as unsatisfactory, and after the short flats and all other applicants had been informed that the posts had been filled. From all accounts this practice is on the increase: the acceptance of the offer of a job in a school is a simple insurance against failure at the next interview.

Many of us were brought up to believe that a verbal commitment, as much as a signed, legal document or contract. It is disconcerting, therefore, to realize that dishonourable behaviour earns no penalty.

It is of no consolation to those who have to cover vacancies on time-tables to declare that we wouldn't want in our school those who set so little store by their word. I wonder what the reaction would be if a head of a school announced when a teacher arrived to take up his new post: "Oh yes, well, a fortnight ago you were appointed we interviewed a much better candidate and he's been given the post instead."

Is there any difference in the pattern of behaviour, apart from the fact that heads, chairmen of governors, and appointing committees don't do such things?

D. A. CLARKE, Headmaster, Sandbach County Secondary School, Cheshire.

In pursuit of outdoor pursuits

Sir—With the increasing interest and participation in outdoor pursuits I wonder if it is possible to use your good offices to suggest that a register of suitable centres be compiled and approved by central authority for the benefit of educational institutions.

Recently I spent a weekend at the excellent Creighton Centre, Harlech, which is ideally situated

for these purposes. My information about the centre depended on a chance remark by my dentist, whose parents happen to live in the area, and it does seem extraordinary that our only source should be those of hearsay.

D. V. ADAMS, 15 Pocock's Road, Eastbourne, Sussex.

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"Seems the sanctuary unit has made a good start, Sir!"

Scapegoat for inflation

Sir—Professor A. J. Merrett's economic analysis of British education (July 25) suffers from the failure of all such cost-benefit analyses: its terms lack clarity and its assumptions are questionable. What precisely does the phrase "the most functionally inadequate education" mean? What is the measure of "functional inadequacy" and what evidence is there that Britain suffers more from it than "any major industrialized country"? Could it be that Professor Merrett is seeking a scapegoat for inflation and slow industrial growth?

The fallacy of the cost-benefit approach to education is apparent if one envisages a similar analysis being applied to the tobacco industry, for example. The notion of this industry as productive and profit-making is an economic myth which persists simply because the massive

Counting the cost of PhDs

Sir—At a time when grants for post-graduate students have just been raised, it is worth asking how long the Government intend to perpetuate the present financial disinclination in favour of theory rather than practice.

At present it is possible for a student to be granted £1,085 per annum for a three-year PhD course, irrespective of his age or of his parents' income; but a student awarded a place on a postgraduate teacher training or social work training course (usually less than three years) can only qualify for a full grant if he is over 25 or if his

A question of pachyderms

Sir—Once again the TES has used its columns to pursue its vendetta against the ILEA's Educational Television Service. Without consulting the consumers—teachers employed by the authority—it pontificates (August 1) on the value of a television service set up to serve London's educational establishments. In its somewhat dubious wisdom the TES gleefully reaches the conclusion that the service is and always will be a white elephant. This is grossly underestimate the power of educational television which, using the right material, is potentially the most powerful educational tool ever offered to teachers.

As a primary school teacher I am aware of the shortcomings of this service and have constantly criticised the content and presentation of many of the programmes. Sometimes they are not geared to the needs of the class teacher or the pupils. But, on the other hand, there have been many production gems which have shown that the staff—many of them highly skilled teachers—know what they are about. It is this nucleus of teachers that can, given good leadership, bring about the radical change in format so much needed by ETV.

It has, no doubt, not escaped your notice that many educationalists are beginning to suspect that teaching methods today and, indeed, those of yesterday, are at best somewhat inefficient and some moves towards more capital intensive and less labour intensive systems of education may provide better results. At the heart of such a system there would need to be a viable and highly professional closed-circuit television service with programmes produced, presented, but not necessarily directed by our best teachers. The service exists, it needs only to be applied. Leadership dedicated to the cause of education to give the life to your charge that the service is a white elephant.

It is not and never has been a white elephant. The service is comparatively young, and is going through the same learning process through the BBC and ITV went through in their early days. Given time and leadership, criticism it will become what it was intended to be, a first-class educational service. But talking of white elephants, given that there will be a fourth channel and given that the channel is given over to education and its affairs, I wonder how quickly your pachyderms will change from grey to white.

JAMES HARE, 34 Skippers House, Fitzhugh Grove, Trinity Road, London, SW18.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper. Only the editor reserves the right to cut or amend them if necessary.

Dennie Briggs reports on the movement towards children taking on the role of teacher

The adage "to teach is to learn twice", is being put into practice in American classrooms. Widespread use of children to teach children is having a good effect on learning and teaching. Pressing problems like boredom and discipline are being solved. When so-called problem children are given real responsibility and meaningful jobs, their self-image becomes positive.

One of the first, most extensive and well-planned projects began at the University of Michigan in the early 1960s when Professors Lloyd and Ronald Lippitt got 11 and 12-year-old children to help in a nursery school. The project was immediately successful, expanded to several of the Detroit public schools, and is now an entire school district.

The older children taught the younger skills they had recently mastered—reading, writing, mathematics and spelling. They then moved on to physical education and social studies. They taught on a one-to-one basis.

Important changes occurred in the tutors as well. "Cross-age relationships" is the term Lippitt used to identify the processes of teaching and socialization which followed. He discovered that the experience helped children who found it hard to get on with their peers, those who had no younger siblings, and the eldest in a family, who had no one near their own age to look up to for companionship and inspiration. The children and the adults around them, as the older children developed a sense of res-

ponsibility they turned more to their teachers for help. Active collaboration on mutual tasks brought about a new relationship.

Family relationships also changed when parents saw their children suddenly become more genuinely interested in learning. The good effects of socializing and taking on responsibility spilled over into the home.

Relationships between children were seen in a new light. Typical was the case of an aggressive 12-year-old boy who had begun to work with a shy, seven-year-old girl. The relationship had progressed nicely on both sides until the boy tried to extend it beyond reading and grammar lessons. He was trying to find out the things she liked to do. She introduced him to hopscotch. He would only watch as she showed him the game.

At the next tutor's seminar, I pointed this out. He quickly countered with: "That's a girl's game." But you're her teacher. I replied. With the support of the other boys he was able to enter into the game and teach her. The girl could now teach him. His over-aggressiveness and her shyness diminished during the year.

Some psychologists claim that students forget most of what they learn in the classroom as teaching each other, children find an immediate use for the skills they have just mastered and the knowledge they have acquired in the process of teaching.

From the Michigan project evolved basic structures that were to be used in a variety of settings. The large-scale anti-poverty and anti-delinquency programme, Mobilization for Youth, concentrated on socially disadvantaged youth in New York. It quickly adopted the idea of children tutoring others.

In 1963, nine tutorial centres were organized for neighbourhood primary schools in the city. One qualified teacher was designated at each school to act as coordinator. By 1967, New York City had 10 school districts in which the plan was in place, with 4,500 children being tutored—mostly after school. The older children were paid from \$1.50 to \$2.00 an hour. That same year, the National Commission on Resources for Youth established the Youth Tutoring Youth project, financed by the

United States Department of Labour. Early pilot projects in riot-torn Newark, New Jersey and in Philadelphia employed disadvantaged teenagers, who were at least two years behind in reading, to tutor younger children, also retarded. They taught for 16 hours each week, had an additional six hours of remedial instruction themselves, and six hours of training.

By 1970, 200 school districts had adopted the plan. The United States Office of Education picked up the idea and incorporated it into their New Careers Opportunity Program, which, operated in 131 communities in all of the 50 states.

There have been smaller attempts elsewhere. In the United Kingdom, Community Service Volunteers have had programmes for children of immigrants where older children taught English language improvement, and in infant schools children have been used. There was the pupil-teacher movement which began in 1846 and lasted for more than 80 years. By 1870 more than 34,000 children were involved. In France, teenagers commonly work with teachers in the classroom and on outings. The Frenel Ecoles, in the south, employ older children to teach the younger as a basic method of learning.

In Cuba the most dramatic use is being made of this teaching method. As Arthur Giffette reported in Youth and Literacy, children teaching others is standard practice in all the schools. Each class elects students who are most proficient in a given subject or skill to teach the others. At one and the same time he is both pupil and teacher. Future teachers are recruited from those who become interested and proficient.

There are expected limitations and the method is not without its critics. Many teachers fear they will lose authority and control. To them, Alice Cutting of San Jacinto, California, a veteran of more than 20 years of teaching, says: "I'm appalled when I think of all the years and words I've wasted in trying to cram things into bright and eager young minds. New ideas must come from the children, who can even help stimulate adult minds to do creative thinking."

Mrs Cutting's 40 ten-year-olds are not only taught individually and in small groups by

older children, but each day they take their chairs and self-designed teaching apparatus to a classroom of six-year-olds whom they teach for an hour. They choose the child they want to work with and decide in which area he needs help.

Eighty children in one room? "Not impossible at all," says Mrs Cutting and Mrs Blum, the other teacher. "We've been collaborating this way for the past eight years. At times there is a lot of noise and confusion, but the discipline problems have disappeared. The main problem is the teacher getting used to it."

Sometimes they use the cafeteria, the auditorium and the library as an over-flow for special teaching. And in warm weather the children meet out of doors.

There are objections by those who say that children are being used to enforce conformity, that social control by peers is more subtle and dangerous than control by teachers. This is heard most often when the method is employed in overcrowded classrooms for poor and socially disadvantaged children. It is true that in the early days programmes did concentrate on the ghettos, but now they have spread to every area of education. It is true also that only the basic communication skills were taught in the beginning, but this has changed greatly. Subject matter now includes everything from the arts to the sciences, from physical education to social studies.

Objections by parents are few. Most of them welcome the idea. Parents of tutors see positive changes in behaviour. Interest in learning improves. In most projects, truancy and absenteeism have diminished.

In spite of objections, the movement is growing in the United States. It has changed many of the basic ways of teaching in ordinary classrooms. Mrs Lippitt believes that the large scale systematic use of cross-age relationships in public schools could be a partial answer to four educational challenges facing most countries—providing individualized instruction, upgrading the motivation to learn, expanding and enriching the average school curriculum, and the building up of self-esteem and developing social consciousness.

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10 Corrymeela community

11 China

12/13 Books: the pill industry; astronomy; Parliament; economics; reading

14 Resources: Lewis Carroll

15 Forum/Data



Across the ages

10/11/75

Reconciling the differences

Roger Symon reports on a community in Northern Ireland where religion is no longer a dirty word

The day before I left, a community member showed me a letter he had received from Davy, aged 13, who had been to Corrymeela on his way to a children's home.

A few weeks before he had broken into a Provisional IRA club. They told his family he was to go away and not come back, or else. To show they meant business they tarred and feathered Davy's older brother. Davy wrote in half-formed letters and misspelt words, asking to be remembered to his friends at Corrymeela.

Many boys end like Davy, victims of the social deprivation and gang intimidation so well-known to social workers in Belfast, have found their way to Corrymeela in the past few years. So have old age pensioners desperate for a rest, families pushed to the limit, children from schools "on both sides" to discover "they are just like us": all arrive to find that religion is not always a dirty word, that it can have a different meaning to the one so tragically familiar to them.

Corrymeela is dedicated to reconciliation. On the coast near Ballycastle, Co. Antrim, whose breathtaking scenery itself puts problems in a new perspective, Corrymeela

is dedicated "to healing the breaches—social, religious and political—which exist in Northern Ireland and throughout the world."

Corrymeela is also a question-mark to the established churches and a flicker of hope in Northern Ireland. It began in 1964 when its present leader, Ray Daye, then Presbyterian chaplain at Queens University, Belfast, influenced by the examples of talks in France, Austria, Italy and Spain in Scotland started an ecumenical centre. Overlaid on the troubles in 1970, it dedicated its energies specifically to building a bridge on which both sides could meet, a bridge which the institutional churches by their total political captivity were incapable of building themselves.

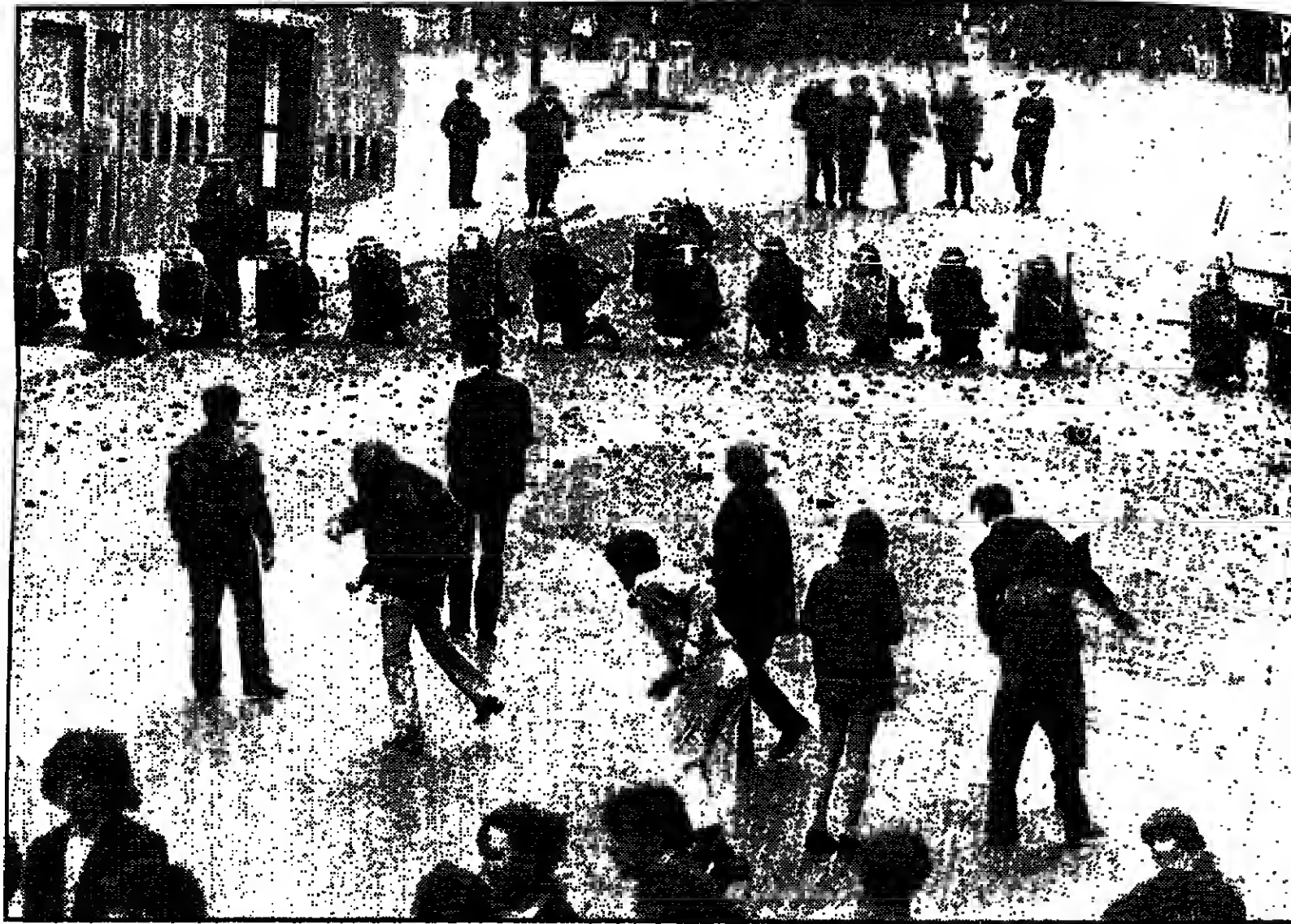
Ray Daye says: "We've had all kinds of people here. There have been families from the extreme Protestant and extreme Catholic areas. We had a family that was on the run from a Protestant paramilitary group. We had a man who had been systematically worked over with a razor. We had the widow of a man shot dead by the IRA, which had withheld his body from relatives for two weeks. We have had families of Orangemen and of Republicans who are at opposite ends of the political divide."

In 1974, 6,000 found their way to Corrymeela. And not just the war-weary, police-makers, themselves, but also their official kin and alien police and community workers, the school, community relations, violence, and the media, violence and social change.

It is a full and impressive experience programme, a determined attempt to replace suspicion with understanding, and it has drawn to Corrymeela the reputation of being a place in Northern Ireland where "there is no need to whisper."

I attended one of two weekends to the year which are devoted to the community itself. Conference-goers heard some familiar phrases and questions: "What about the Corrymeela lifestyle?" "God is not just concerned to save Billy McAllister's immortal soul, he's interested in what Billy can do for the world." It is the answer to paramilitary groups: a paramilitary group or a just adding another splinter to the bewildering fragmentation of Ulster churches?"

"Would Corrymeela then cease to be a question-mark and become a full-stop?"



Above:
Everyday life on the streets of Londonderry.

Left:
A group of Protestant and Catholic children at Corrymeela.

Here were people young and old, who insist that Christianity is a movement not an institution, who feel Christianity is too important to be left to the churches, people who in their worship, style, and commitment year to find another way—above all a way which refuses to separate what God hath joined together and so many try to put asunder, spiritual life and social concern.

The vision of Corrymeela is an example of what might be achieved if the church could only shake off some of its inherited structure, cease to be a building-oriented conservation society and become a talk-oriented community once again. The church is never more vulnerable than when it is questioned in the name of its founder.

Corrymeela begins when you leave the comfort of the apartment on sale in the office, but the community's most vital question is how to encourage the Corrymeela attitude when people leave behind the splendours of the Antrim and return to Belfast with

its curious juxtaposition of normality and atrocity.

It is an achievement to enable people to see the potential for peace at Ballycastle. It is another thing to realise that potential in Belfast. To face this problem the community set up Corrymeela House in Upper Crescent, Belfast. Here helpers run mixed groups, and these members meet to follow up contacts made at Ballycastle.

But it is difficult. Corrymeela people refuse to let you simplify or dramatize Northern Ireland's complex problem, or exaggerate their own efforts. They point out how the problems which led to the developer's bulldozer also motivated the terrorist's bomb, how the massive social problems and the sectarianism are mutually dependent, how the violence in poor housing areas stems from the same root as the violence of the English football fan—the product of the lack of job-meaning as well as job-scarcity.

They realise how easy it is to exploit by slogans how difficult to face primarily for the complicated fact: The community itself, this new life in Northern Ireland, will not come about unless there are people who are prepared to work for what they pray for. One of the most encouraging signs is the

number of younger members who have learnt that enthusiasm must be directed into long-term commitment if confidence is to grow. When peace breaks out.

Meanwhile many young people come to work-camps at Corrymeela and catch something of their enthusiasm. They build, repair, maintain the chalets and look after the running of the main house. Some join the Friends of Corrymeela, at present about 700, who wish to identify with its aims and spirit, and some go on to become members by committing themselves in terms of prayer, time and money to the community, and by taking responsibility for running schools weeks, conferences, youth camps. A few stay to staff the place as "year-volunteers" in return for keep and pocket money.

Families coming for a break get support from government departments, and the community itself receives grants from the British Council of Churches Community and Race Relations Unit. Help also comes from many individuals within the Northern Ireland churches, but not significantly from the churches as such. It is difficult to resist the Christian unity in Northern Ireland without being accused of betraying your faith.

But substantial help has come and is still coming from supporters in England. Coventry Cathedral Corrymeela Venture raised money for the building of a new staff house and the London Corrymeela Venture is pledged to raise money for weekly and recreation centres. This appeal is based at 48a Kendal Street, W2, where a full-time coordinator, supported by members of South-West people in Britain to make their own contribution to reconciliation.

The weekend conference over the staff at around the breakfast table to look ahead at the coming week. The week divides into two halves—Monday to Thursday visitors, Friday to Sunday conference, with a break on Thursday. Carol, the secretary, reported nine old age pensioners arriving that day from the Shankill and Ardoyne, one Catholic mother finalising her separation from her Protestant husband with her five children, a family from Turf Lodge, and one young woman with one child who told me later in the day she had another child in hospital with burns, a brother who had been shot in his shoulder, a mother who had died in a bomb-blast and a friend who had been shot dead while visiting her in her living-room.

There were to be shorter visits later in the week, and on Friday a training weekend for a group of leaders from the N.I. Association of Youth Clubs, Harold Good, a Methodist minister and in charge at Corrymeela itself, checked the day's jobs, and Chris, a Jesuit priest and member of the community, led our prayer.

It is impossible to assess the work done by the trustees in terms of broken lives, and certainly the sins of the fathers are being visited on the children. Undoubtedly the children are reaping a harvest of their own sowing. "This place is great," said one boy at Corrymeela, "there's no religion here."

There are many agencies working to heal the wounds of Northern Ireland, but few who go to the root of the religious problem. Corrymeela affirms that the gospel need not mean sectarianism, that it still has the power to inspire people to light a candle rather than curse in darkness. As Ray Daye has said: "If we Christians cannot accept the message of reconciliation, we have nothing to say."

Roger Symon is vicar of Christ Church, Lancaster Gate, London.

The Chinese dream

By W. J. F. Jenner

Inside China. By Peter Worsley. Allen Lane. Pp. 273. 75p.

The Second Chinese Revolution. By K. S. Yang. Translated by Mervyn Jones, Jonathan Cape. Pp. 224. 11p.

Mr Worsley, a professor of sociology with a special interest in problems of the Third World, visited China for three weeks in 1972, and like some other short-term visitors to that country he has written a book about it. It appears from his pages that he saw little that is not familiar from other printed and broadcast versions of what is more or less the same journey, one of the standard guided tours for foreigners.

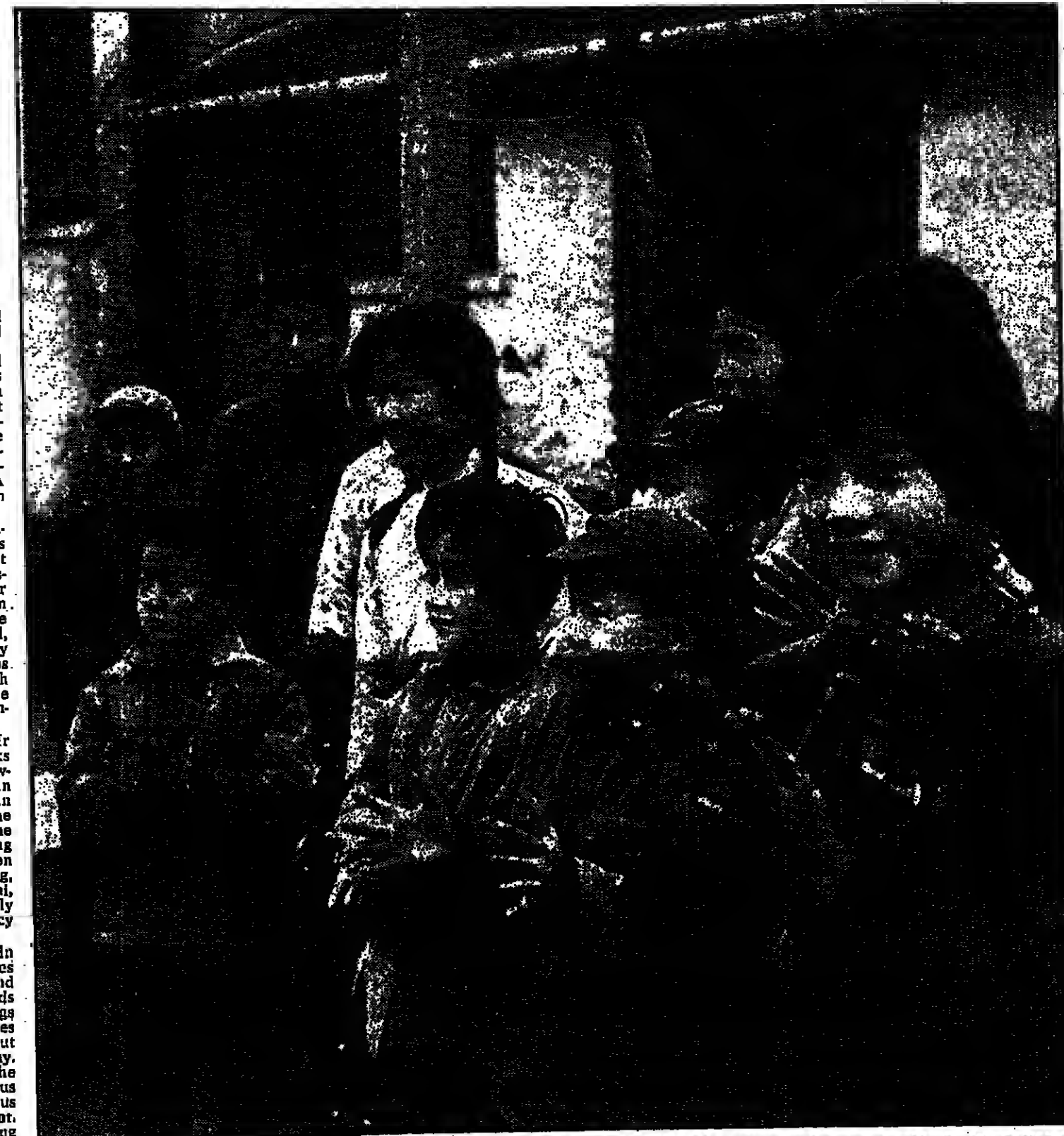
As a travel book *Inside China* is not remarkable. The author does not convey the feel of places and people particularly well, and one wonders whether he is really interested in what makes them different from each other. Its inhabitants are not the usual human mixture but that homogeneous mass, the Chinese, who appear to think with one mind and speak with a single voice. It is the Chinese who draw up the constitution of the Communist Party, or who are having certain problems in the field of culture, or who support some of the less admirable rulers of African and Asian countries. A more careful writer might have referred in all these cases to the nation's rulers.

When an academic sociologist who announces his own Marxist leanings casts analysis aside, as in the trivial but significant examples just cited, it is not mere carelessness. I have the impression that the author of this book sees China as much more than just a part of the globe where a lot of people live. China is for him a concept, a model, an experiment, a dream. What Mr Worsley found was not so much the actual places to which he went as the world made flesh and blood. When he was taken to see a commune he saw not a particular rural community but "the communes".

This approach is not unusual, and Mr Worsley's is one of the better recent books about China written from this kind of viewpoint. After all, the Chinese dream is an important and often attractive force in people's thinking all over the world. The reactions to China—seen on idealized Chinese of someone as familiar with the appalling problems of many parts of the Afro-Asian world as is Mr Worsley are worth noting, and if his tour was brief and superficial, his responsibility for that must lie largely with the Chinese authorities and their policy of exclusion.

Where it is most to be commended is in its open avowal of its own prejudices—ones that I find in many ways sympathetic—and its determination to be fair. He expounds the official Chinese versions of how things are meant to happen; and though he does not conceal his doubts and misgivings about certain things, he tries to explain them away. He is evidently worried that in one of the only two places where he asked about serious crimes committed locally during the previous year a man who had killed his wife was shot. He does not stop him from thinking the death penalty "very rare". He is aware of the inadequacies of the evidence on which assessments of Chinese developments can be made, of the atypicality of the sample that shows to visitors such as himself. But is it possible to justify this on the grounds that today's rich Communist will be quite ordinary tomorrow? The inevitability of historical problems is a shaky premise on which to build an argument.

Perhaps the main problem that underlies the book is that its author did not decide whether he was writing about how things are, or about the multifarious realities of people's lives. He is good on the communes in Mao's China, and this is worth considering as a source of ideas on how other societies might solve some of their problems. It could even be argued that in practical terms it is more important to the outside world to know the inevitably more complicated realities of rural China. But another argument could be made that it is essential to examine so-called "socialism" with a critical eye, so that it may be seen for what it is, and not as a dream which they try to follow the achievement of. After all, the crude application of Chinese land reform methods in North Vietnam involved unnecessary bloodshed: and



"Shaw's lack of imagination prevents other people from grasping the Chinese face," the author declares in his introduction, making both a good point and a revealing use of the singular. An excess of imagination is possible obscure Chinese facts, making it possible to gloss over the widespread killings during the cultural revolution or to see Chinese foreign policy as being one of support for socialist revolutions everywhere, when it is in fact based on considerations of national interest. Imagination can also make very crowded dormitories for workers make very crowded dormitories for workers in Mao's China, and rightly condemned dictators in Hong Kong are rightly condemned.

It can reduce the extensive labour camp system, movingly described by one who lived through it during the hard years of the late 1950s and early 1960s, to a lot of people being put in Prisoner of Mao to work, mainly on construction to very hard work, mainly on construction and less likely if he had taken the trouble to work through more of the material available in English and French; but, though his documentation is patchy, he has some interesting details given him in China or acquired through his contacts in European Communist circles. Although he shows a certain scepticism about Chinese official explanations of much writing on China and the appalling events, even suggesting that the stories about the fall of Lin Biao are lies, he

seems to be unshakable in the belief that the "cultural revolution" was a great liberating experience like the May 1968 events in Paris on a much bigger scale, and feels that it was not met with general disappointment. How can we tell?

It may also be that many Chinese learned from the disturbed and in some ways wasted years of the late 1960s that a reasonably benevolent and uncorrupt bureaucracy under which the people are allowed to play their part in deciding how policies shall be implemented is the only form of government that works in their country. If required to go through the motions of a mass criticism campaign, they will do so, but mainly for the sake of an early return to an orderly life. But it would be foolish even to attempt predictions about the future of Chinese politics when we are permitted to know so little about the present and the recent past.

Two useful correctives to the one-sidedness of these two books have come out recently: Bao-Ruo-weng's (Jean Pasqualini) *Prisoner of Mao* (Deutsch), an account of seven years in harsh but strikingly moral prisons and labour camps, and Simon Leys's *On the Chinese* (in the 10:18 series, not yet translated), a splendid attack on the idiocy of much writing on China and the appalling cultural policies that have prevailed in the last decade.

16



Senior citizens and pre-school children are among those who have benefited from the conversion of the North-East London Polytechnic's staff car park into a playground



Photographs by Pip Bennett

There's the Hubb

Joe Benjamin
reports on a polytechnic's attempts
to set up
a community project across
the generations

"Polytechnics and pre-school playgroups" may well conjure up a picture of retired academics playing with their grandchildren. But conscience makes community workers of us all, and those concerned with Russell-type "second chances" as well as with a greater community involvement in the part of polytechnics might be interested in developments evolving from the Diploma in Higher Education course at the North-East London Polytechnic.

Based in an annex which formerly housed research staff, course development units and technicians only, students began to arrive last September to find portable cabin-type classrooms awaiting them in the playground which had long been used as a staff car park.

Full of enthusiasm, they had, by the end of the following month, assessed the constraints imposed upon the polytechnic by its terms of reference as an institute of higher education and also those of the student union. Feeling that if they were to become involved in end with the local community, something more was needed, they established a voluntary organization called The Holbrook Hubb. (Holbrook is the name of the road in which the annex is situated—and the extra "b" in Hubb is, in fact, a spelling error which has now been rationalized to mean that something can always be added without changing the original concept.)

The concept of The Hubb itself, however, is even more interesting in that its original aim was to open the doors of the precinct

and establish an integrated community project. A start was made by quietly occupying a temporarily spare classroom for use by a group of four under-fives, children of the students themselves.

After inspection the social services department of the London Borough of Newham approved the project for up to 20 children. This means that 16 places are now being offered to end have been taken up by local families. Newham, because of its heavy influx of immigrant peoples, needs a multi-cultural approach in its provision, and the success of the playgroup illustrates this. As a result, The Hubb applied for recognition and received a small initiating grant from the Community Relations Commission.

At a meeting of Hubb members in late November, it was agreed, with the support of the social services department, Newham Voluntary Agencies Council and the Police Juvenile Bureau, that its work should be extended to embrace the concept of an integrated community project on a relational basis rather than on a programme of organised and separate groupings. This means that young mothers, pensioners and children of school age are now being invited to meet and share resources, and that each individual is introduced in or by a member.

The elderly are already enjoying weekly meetings offering a variety of interests from Bingo to talks on social security benefits. More important, they are finding comfortable chairs in the playgroup (this particular exercise has been referred to as "recycling

OAPs back into their role of grandparents") where they can talk with young mothers who, in turn, help the older children to work with the under-fives during school holidays, and even give some assistance to the elderly.

Contact with local residents, tenants' associations, women's rights and similar self-help groups has also been effected, and plans are now in hand to take groups of school children to summer camps and on canoeing trips. A meeting to discuss area development possibilities attracted well over 200 people into a precinct which had never before received a member of the public, except possibly as cleaning or maintenance staff.

The approach is refreshing in that not a letter or memo was written seeking permission or approval. The need was seen, the possibilities explored, and the opportunities responsibly grasped. The approvals have all been retrospective—and entirely supportive. In the meantime, picks and shovels mysteriously appeared, and the part of the playground/car park adjacent to the play hub, which was a large hole which will shortly become a sandpit. Surplus paving slabs will form climbing structures and hide-aways, to be added to existing swings which appeared as mysteriously as the tools to erect them.

Even the precinct caretaker has joined in, and a solidly built and brightly painted Wendy House-cum-shop now stands as the proud result of his efforts. Polytechnic staff whose specific responsi-

bility is to "ensure the proper use of premises" encouragingly offered materials, toys and donations. The directorate of the polytechnic, concerned with student accommodation, were interested to learn that members of The Hubb had located a nearby former public house and off-licence combined which might provide The Hubb with permanent premises of its own.

Acquisition of the lease is now being negotiated by the polytechnic, and if successful it has been agreed that The Hubb will have the right to take student tenants on the top floor on the basis of their willingness to provide a voluntary service to the community. They will pay the normal rent to the polytechnic, and the polytechnic, in turn, will make the entire ground floor and basement available to The Hubb without charge. It is now becoming clear to students, staff and local residents that where there's a will, there's a way—through on independent body such as The Hubb. Enthusiasm on all sides remains high; the interest of outside bodies has been confirmed.

The aims, objectives and actual work of The Hubb, however, now demand a cool and objective appraisal. With this in mind, applications for research funds are now in hand. Said one member: "After all, we've nothing to lose but our guts!"

Joe Benjamin is administrative adviser in community work at the North-East London Polytechnic.

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Application forms for the above posts are available from the Borough Office, 100, Newham Road, London E16 1AA. They should be sent to the Borough Office, 100, Newham Road, London E16 1AA. They should be sent to the Borough Office, 100, Newham Road, London E16 1AA.

Other Posts on
Scale 2 and above

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
Scale 2 Posts & ABOVE
By Appointment

Application forms for the above posts are available from the City of Birmingham Education Department, 100, Corporation Street, Birmingham B2 4AA. They should be sent to the City of Birmingham Education Department, 100, Corporation Street, Birmingham B2 4AA.

Other Posts on
Scale 2 and above

CITY OF SALFORD
EDUCATION DEPARTMENT
By Appointment

Application forms for the above posts are available from the City of Salford Education Department, 100, Corporation Street, Salford M6 6PU. They should be sent to the City of Salford Education Department, 100, Corporation Street, Salford M6 6PU.

Other Posts on
Scale 2 and above

WEST SUSSEX
EDUCATION DEPARTMENT
By Appointment

Application forms for the above posts are available from the West Sussex Education Department, 100, Corporation Street, Brighton BN1 1AB. They should be sent to the West Sussex Education Department, 100, Corporation Street, Brighton BN1 1AB.

Other Posts on
Scale 2 and above

WEST SUSSEX
EDUCATION DEPARTMENT
By Appointment

Application forms for the above posts are available from the West Sussex Education Department, 100, Corporation Street, Brighton BN1 1AB. They should be sent to the West Sussex Education Department, 100, Corporation Street, Brighton BN1 1AB.

Remedial Posts

HERTFORDSHIRE
COUNTY COUNCIL
By Appointment

Application forms for the above posts are available from the Hertfordshire County Council, 100, Corporation Street, Hertford SG1 1AA. They should be sent to the Hertfordshire County Council, 100, Corporation Street, Hertford SG1 1AA.

Other Posts on
Scale 2 and above

HERTFORDSHIRE
COUNTY COUNCIL
By Appointment

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Other Posts on
Scale 2 and above

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Application forms for the above posts are available from the Hereford and Worcester County Council, 100, Corporation Street, Hereford HR1 1AA. They should be sent to the Hereford and Worcester County Council, 100, Corporation Street, Hereford HR1 1AA.

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Scale 2 and above

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Classified Advertisements

The charge for advertising in all classifications is 52p per line (minimum 3 lines). Display in classified advertisements £3.00 per single column cm (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

ESSEX COUNTY COUNCIL THURROCK AREA

Applications are invited from suitably qualified and experienced teachers for appointment as:

Teacher/Liaison Worker

SALARY SCALE 2, for children of ROMANY and OTHER TRAVELLERS

The possession of private transport is essential and travelling expenses will be reimbursed in the appropriate rate. Generous assistance with removal expenses, lodging and disturbance allowances subject to certain conditions. Accommodation normally available for married teachers. Nursery class available. London fringe allowance £141 per annum.

Teachers interested in this post should write in the first instance for further particulars to the Area Education Officer, Rectory Road, Grays, Essex, RM17 5SL, giving details of qualifications, experience and interest in this or related field of work.

15.8.75

SOCIAL SERVICES DEPARTMENT

TEACHERS

required at WOODEND ASSESSMENT CENTRE, Atherton, Merseyside, which caters for approximately 50 boys aged 10-17 years, to teach general subjects working with small groups of boys. Ability in any of the following would be an advantage—Music, Drama, Remedial Teaching, Salford Sunbeam Scale 1 plus allowances of approximately £1,182 p.a., which includes a xmas bonus duty allowance.

Accommodation available—Modern three-bedroomed house for married man at a rental of £147 p.s. For single men there are bed-sitting rooms with full board at a charge of £297 p.s. For further details contact Mr I. D. Williams, Tel: Atherton 4821.

Applications term and returnable to the Chief Personnel Officer, Atherton, Merseyside, Village Hall, 21st August, 1975. Candidates must be interviewed either directly or indirectly at the applicant's request.

Metropolitan Borough of **WIGAN**

CITY OF LIVERPOOL
SOCIAL SERVICES DEPARTMENT
ST. CHRISTOPHER COMMUNITY SCHOOL,
Chaslarfield Road, Q1 Crosby, Liverpool 23

Headmistress: Mrs. M. Hall

A vacancy has arisen for a full-time

TEACHER OF
GENERAL SUBJECTS

which is likely to be of particular interest to those with experience in remedial education. This is an opportunity for a person of initiative and resilience to work with a team of staff who are interested in positive caring for the adolescent girl in need of special supervision and care. Salary Sunbeam Scale 1 plus £462 per annum (under review) in respect of service in a Community School. Those wishing to discuss the post are invited to telephone the Headmistress, Mrs. M. Hall (024 1032).

DERWENT HOUSE ASSESSMENT CENTRE,
Liverpool 13TEACHER—
BURNHAM SCALE 1

Applications are invited for a full-time teacher of general subjects at the above establishment which accommodates 30 girls between the ages 10 to 16 years and derives Merseyside and a large part of the North West region. The location of the Home is to assess the girls' needs and recommend their future placements and training. There are very small, usually with less than 10 children, who may be suffering school rejection problems. General Local Government conditions of service apply. Application form obtainable from the Director of Social Services, 25 Station Road, Liverpool L3 2AW (227 2011, ext. 202). Closing date 22nd August 1975.

Mid
Glamorgan
COUNTY COUNCILWARDEN AND
DEPUTY WARDENS

WARDEN:
BLAENGWAWR COUNTY YOUTH CENTRE
(attached to Blaengwawr Secondary School, Abardare)

DEPUTY WARDENS:
BLAENGWAWR COUNTY YOUTH CENTRE
(attached to Blaengwawr Secondary School, Abardare)

ST. ILAN COUNTY YOUTH CENTRE
(attached to St. Ilan Comprehensive School, Caerphilly)

Candidates must be qualified teachers with experience (part or full-time) of youth leadership. The successful candidates will be placed on the Authority's teaching staff and seconded for duties in the Youth Service, with the option after a period of five years, of returning to full-time teaching. Consideration will be given to further secondment at this stage. Salaries: Warden — Burnham Scale 1, plus allowance of £565
Deputy Warden — Burnham Scale 1, plus allowance of £400

These allowances are under review.

Further particulars, together with application forms (to be returned by 27th August 1975), obtainable on receipt of a stamped, addressed, foolscap envelope. County Hall, Cathays Park, Cardiff, CF1 3NF. Director of Education.

UNIVERSITIES
Appointments
continuedUNIVERSITY
APPOINTMENTS
also advertised in
THE TIMES
HIGHER EDUCATION
SUPPLEMENT

The University of Higher Education provides a postgraduate education for students in the field of education. It has a large established reputation in the field of education and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being the best source of information for job hunting.

For further information or to book an interview please contact: Mr. J. D. Williams, Tel: Atherton 4821.

Applications term and returnable to the Chief Personnel Officer, Atherton, Merseyside, Village Hall, 21st August, 1975. Candidates must be interviewed either directly or indirectly at the applicant's request.

Fellowships
Studentships and
Research Awards

LEEDS
UNIVERSITY
DEPARTMENT OF
PLANT SCIENCE

AN ARC STUDENTSHIP in conjunction with the University of Leeds is available for up to 3 years from October 1976, for a candidate in Biology, Chemistry or Botany. The student will be expected to complete a first or second class honours degree. The student will be expected to complete a first or second class honours degree. The student will be expected to complete a first or second class honours degree.

Applications with the names of two academic referees to the Director of the University of Leeds, Leeds LS2 9JT as soon as possible.

LONDON
THE UNIVERSITY
GRANTS FOR RESEARCH

Applications are invited from members of the University and its constituent colleges for grants from the University Grants Committee for research in the field of education. The grants are available for research in the field of education. The grants are available for research in the field of education.

For an informal discussion contact Mr. G. A. Jensen, the officer in charge, on Worktop 2308. For further details and application forms write to Mr. E. C. Culham, Director of Social Services, 12 Mansfield Road, Nottingham. Please quote reference JT/AH/145.

Colleges of
Education

EDINBURGH
NORVA COLLEGE OF
EDUCATION

LECTURER IN
CONSTITUTIONAL MEDICINE
WITH THE HONORARY
DEPUTY

More House College is expanding its training services for those professionally involved in education. The college is expanding its training services for those professionally involved in education. The college is expanding its training services for those professionally involved in education.

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WARDEN—DEPUTY WARDEN
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LONDON
INNER LONDON EDUCATION
AUTHORITY

FURZEBY ROAD
William Road, City Hall
London EC2A 4PU

LEICESTER
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Adult Education
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**WBA EAST MIDLAND
DISTRICT**
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Community Homes
and Associated
InstitutionsHeadships and
Deputy HeadshipsNORTHAMPTONSHIRE
COUNTY COUNCIL

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CHESHIRE
YOUTH AND COMMUNITY
SERVICE

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DEVELOPING EASTERN PROMISE —MUSIC IN ROMANIA

RADIO BEAR GARDEN EXPOSED

PHOTOGRAPHY

FOX TALBOT'S BOX OF TRICKS

BUCKLEY

MUSIC
EXIT THE DRAGON

BUCKLEY

THEATRE
TOWARDS A BRITISH THEATRE INSTITUTE
STEPS IN THE RIGHT DIRECTION

constant needs of the process
theatre and media, the demand
accessible material, comprehensive
information, and a central polling
preservation make the need for
institutions greater than ever before.
Now the first moves have been
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fulfillment inevitable.

RECORDS

COULD BLARNEY

With this, growth of universal drama departments, growing interest in the amateur theatre, and constant needs of the professional theatre and media, the demand for accessible material, comprehensive information, and a central policy for preservation make the need for a new institution greater than ever before. Now the first moves have been made these needs, both national and internationally, make its establishment inevitable.